Principals' Guide Standards

for Classroom Implementation of Vtah's Elementary

Language Arts

Core Curriculum

Principals' Guide for Classroom Implementation of the Utah Elementary Language Arts Core Curriculum

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INTRODUCTION

This document is to be used as a tool to initiate conversation between administrators and teachers. It is not to be used as a tool for ranking, scoring, or formally evaluating teacher performance. The document's focus is Tier 1 instruction for "regular" educational classrooms. In classrooms where ELL or struggling readers are in the majority, adjust the tools' expectations and guidelines appropriately. Principals may choose to use only sections of the instrument when focusing on a particular area of instruction (e.g., phonemic awareness).

This instrument is designed to help principals monitor school-wide implementation of the Utah State Language Arts Elementary Core Curriculum. By using it as an observation guide, principals can build and reinforce the following goals:

- The Core Curriculum is implemented with fidelity.
- Instructional materials support Core Curriculum standards.
- Research-based teaching techniques and strategies are employed to maximize student learning.
- Differentiated instruction is provided to ensure all students achieve proficiency.
- Assessment data is analyzed to inform, plan, and differentiate instruction.

Observation of the following activities should be conducted during the literacy instructional block. Many of the teaching behaviors will be observed when the teacher is working with a whole group, small groups, or individual students. For each item, mark one of the three spaces provided on the left-hand side. The blank, right-hand space is provided to record questions or follow-up remarks. Principals may choose to use sections of the instrument when focusing on a particular area of instruction (e.g., phonemic awareness).

* Indicates a Core Curriculum Standard assessed on the Utah Criterion-Referenced Tests. <u>Underlined</u> words match language of the corresponding standard in the Core Curriculum.

Teacher's Actions			Standard 4000-01 Oral Language	Follow-Up Comments / Questions	Date
Observed *Assessed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and practice that develops student language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.		
K-6 ★1-6			 * 4000-0101 – 4060-0101 1. Teacher increases student language skills through listening and speaking. Teacher engages students in oral interactions that include: Speaking in complete sentences. Participation in conversations. Demonstration of understanding (e.g., restating, retelling, questioning, or summarizing). 		
K-6 ★4-6			 * 4000-0102 – 4060-0102 2. Teacher increases student language skills through viewing media and presenting. Teacher structures opportunities for students to: Identify specific purposes for viewing media. Present using a variety of media. 		

Explicit, systematic instruction may be provided through classroom discussions and student response activities. Explicit, systematic instruction is provided with direct language, modeling, student practice, scaffolded materials, and teacher feedback. The teacher provides a model of complete sentence structure, encourages students to speak clearly and audibly, and elaborates and prompts students' language.

Teacher's Actions		Actions	Standard 4000-02 Concepts of Print	Follow-Up Comments / Questions	Date
Observed ★Assessed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and practice that lead to student understanding of how printed language works.		
K-1 ★1			 * 4000-0202 – 4010-0202 1. Teacher develops student knowledge of elements of print within a text. Teacher provides explicit instruction in: Parts of a book. Direction of print. Book handling. Discrimination between letters, words, and sentences. Identification of punctuation. Matching spoken words to printed words. Explicit instruction may include modeling of concepts during read alouds. 		

Explicit instruction of concepts of print may occur during read alouds. Explicit, systematic instruction is provided with direct language, modeling, student practice, scaffolded materials, and teacher feedback. For example, the teacher may:

- Use direct language to identify the parts of a book (e.g., "Show me the front of the book").
- Provide opportunities for students to track words while reading/being read to.
- Provide opportunities for students to locate the author and title of a book.

Teacher's Actions			Standard 4000-03 Phonological and Phonemic Awareness	Follow-Up Comments / Questions	Date
Observed ★Assessed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and practice that develops student phonological and phonemic awareness.		
K-1			 4000-0301 1. Teacher provides opportunities for students to participate in rhyming and alliteration activities. Teacher models and provides opportunities for students to orally: Identify and create a series of rhyming words orally (cat, bat, sat,). Recognize words beginning with same initial sound in an alliterative phrase ("Six snakes sold snacks and sodas"). 		
K-1 ★1			 * 4000-0302 – 4010-0302 Teacher develops student ability to recognize like and unlike word parts (oddity tasks). Teacher models and provides opportunities for students to: Identify the word that does not rhyme in a series of words (bat, cat, sat, pig). Orally identify words that begin (man, sat, sick) or end with the same consonant sound (man, sat, ten). Orally identify words that have the same medial sound (vowel or consonant). 		-
K-1			 4000-0303 – 4010-0303 // 4000-0304 – 4010-0304 Teacher develops student <u>ability to orally blend and segment word parts</u>. Teacher models and provides opportunities for students to orally blend and segment: Syllables (/ta//ble/, table // (table, /ta//ble/)). Onset and rime (/p//an/, pan // pan, /p//an). Individual phonemes (/s//a//t/, sat // sat, /s//a//t/). 		
K-1			 4000-0305 – 4010-0305: 4. Teacher provides opportunities to orally manipulate phonemes in words and syllables. Teacher asks students to orally: Substitute initial and final consonant sounds in words. Substitute vowel sounds in words. Delete syllables from words. Delete initial and final consonant sounds in words. Delete initial, final, or second phoneme in blends. 		-
K-1			 5. Teacher delivery to develop student phonological and phonemic awareness: Is brief (10-15 minutes per day). Follows a logical sequence. Is purely oral (not accompanied by letters). Includes a variety of manipulative activities including Elkonin boxes and white boards. (Word sorts and magnetic letters can be used as a bridge to phonics.) 		

Phonological and Phonemic Awareness

Explicit, systematic instruction is provided with direct language, modeling, student practice, scaffolded materials, teacher feedback, and monitoring for understanding. For example, teacher may develop student ability to orally blend and segment syllables by:

- Orally modeling how to blend syllables to form words: /ta/.../ble/, table.
- Asking students to orally blend syllables to form words: /ta/.../ble/, table.
- Asking students to clap syllables in words.

Teacher's Actions			Standard 4000-04 Phonics and Spelling	Follow-Up Comments / Questions	Date
Observed * Assessed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and practice that enables student use phonics and other strategies to decode and spell unfamiliar words while reading and writing.		
K-2			 4000-0401 – 4020-0401: 1. Teacher develops student ability to demonstrate an understanding of the relationship between letters and sounds. Teacher models and provides opportunities for students to: Name upper- and lower-case letters. Produce letter-sound correspondences. Produce sounds for the correct letter combinations. Identify and blend letter sounds to pronounce words 		
K-2 * 1-2			 * 4000-0402 – 4020-0402: 2. Teacher promotes student ability to <u>use structural analysis to decode words</u>. Teacher structures opportunities for students to: Read grade level compound words and contractions. Decode words with letter combinations and consonant blends. Use knowledge of word parts to decode words (prefix, suffix, root). Use letter patterns to decode words (e.g., word families/onset and rime). 		
K-6 ★ 1-6			 * 4000-0403 – 4060-0403: 3. Teacher develops student ability to spell words correctly. Teacher provides students with oral and written practice to: Spell grade level high-frequency, irregular, and difficult words. Use knowledge of letter/sound correspondence to spell words. 		

Explicit, systematic instruction should provide direct language (e.g., "The letter M has the /m/ sound. What sound does the letter M have?"). Modeling, repeated student practice, scaffolded materials, teacher feedback, and monitoring for understanding should also be provided as part of explicit, systematic instruction. Explicit spelling instruction may include modeling of how to use word families and common letter combinations to spell words correctly.

Teacher's Actions		Standard 4000 – 05 Fluency		Follow-Up Comments / Questions	Date
Observed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and guided practice that helps students develop reading fluency in grade level texts.		
K-6			 4000-0501 – 4060-0501 / 0502: Teacher structures opportunities for students to repeatedly read letters, words or grade level text aloud. Focus is on speed, accuracy and expression. Practice includes: Choral reading. Echo reading. Reading word phrases. Readers' theatre. Paired reading. Rereading of familiar text. Reading of high-frequency words. 		

Explicit, systematic fluency instruction requires the teacher to provide students with repeated and guided practice reading letters, words, phrases, or sentences correctly to promote comprehension. For example, while focusing on speed, accuracy, and expression, the teacher may:

- Model repeatedly reading the same words or phrases aloud.
- Have students read text repeatedly containing the repetition of words that support the student's instructional fluency level.
- Use flash cards or a list and ask students to repeatedly read the same words or phases aloud, working toward mastery.
- Model fluency and disfluency characteristics.
- Use easier text, moving to more difficult text over time.

Teacher's Actions			Standard 4000 – 06 Vocabulary	Follow-Up Comments / Questions	Date
Observed ★Assessed	Clear Evidence	Not Observed & No Evidence	Students learn and use grade level vocabulary to increase understanding and read fluently.		
K-6			 ★* 4000-0601 – 4060-0601: 1. Teacher structures opportunities for students to learn the meaning of new, grade level, content words through listening and reading widely in a variety of genres. 		
K-6 ★ 2-6			 ★* 4000-0602 – 4060-0602: 2. Teacher structures opportunities for students to learn the meaning of new words by: Using multiple resources (dictionary, glossary, thesaurus). Relating them to known words and/or concepts. 		
K-6 * 2-6			 ★* 4000-0603 – 4060-0603: Teacher provides practice and opportunities for students to <u>use structural analysis</u> and context clues to determine the meaning of new words. Teacher models and provides practice: <u>Using roots and affixes</u> to identify meanings of unknown words. Using known words and sentences as context clues to determine the meaning of unknown words. 		

Explicit instruction of vocabulary may occur during read alouds. Explicit, systematic instruction is provided with direct language, modeling, student practice, scaffolded materials, and teacher feedback. For example, the teacher may:

- Read aloud challenging text from a variety of genres and content areas.
- Use direct language to identify the meanings of content-specific vocabulary.
- Model how to use affixes and root words to identify the meaning of new words.
- Provide opportunities for students to practice reading high-frequency and instructional-level words.

Teacher's Actions		Actions	Standard 4000 – 07 Comprehension	Follow-Up Comments / Questions	Date
Observed ★ Assessed	Clear Evidence	Not Observed & No Evidence	Students understand, interpret, and analyze narrative and informational grade level text.		
K-6			 Teacher provides explicit instruction on comprehension strategies. Instruction includes modeling and explanation of what the strategy is; why it is important; and how, when, and where to apply it. Specific strategies to teach include: Establishing purpose for reading. Using prior knowledge to make connections. Asking questions. Making predictions. Identifying theme or topic. Making inferences. Drawing conclusions. Summarizing. Monitoring and clarifying understanding. Compiling information from text. 		
K-6 ★1-6			 * 4000-0702 – 4060-0702: 2. Teacher provides opportunities for students to practice and apply strategies to comprehend text. Teacher monitors student use of strategies and provides appropriate feedback. (Refer to list of strategies in previous cell.) 		
K-6 ★ 1-6			 ★ * 4000-0703 – 4060-0703: 3. Teacher develops student ability to recognize and use features of narrative and informational text. Teacher provides students with explicit instruction to identify: Narrative Text story structure (including beginning, middle, and end) character, setting, problem main events, solution information as make believe ★ 4000-0703 – 4060-0703: recognize and use features of narrative and use features of narrative text structure (compare/contrast, problem/solution) text features (picture, caption, graph) facts from a variety of informational text (magazines, textbooks) 		

Comprehension strategy instruction begins with teacher modeling and explaining what the strategy is; why it is important; and how, when, and where to apply it. While reading and thinking aloud, the teacher uses direct language to model how to use comprehension strategies. Students are provided with practice using comprehension strategies before, during, and after reading text.

Teacher's Actions			Standard 4000 – 08 Writing	Follow-Up Comments / Questions	Date
Observed *Assessed	Clear Evidence	Not Observed & No Evidence	Students write daily to communicate effectively for a variety of purposes and audiences.		
			* 4000-0804 – 4060-0804 1. Teacher provides explicit instruction and practice in the mechanics,		
			conventions, and composition of writing. Writing activities may include:		
و ب			Shared writing between teacher and students.		
 			Independent writing and publishing.		
			 Practice of grammar and punctuation. 		
			 Handwriting instruction and practice. 		
			• Instruction in the writing process and the Six Traits.		
			* 4000-0801 – 4060-0801/0802/0803/0804: 2. Teacher provides instruction in the writing process and structures		
9			opportunities for students to write for a variety of purposes and audiences.		
K-6			Writing process instruction includes prewriting, composition, revision and		
- \star			editing.		
			Students should be writing in various genres (e.g., compare/contrast,		
			persuasive, cause/effect, informational).		

During explicit and systematic writing instruction the teacher:

- Models the writing process, including correct grammar and punctuation.
- Practices with students by sharing writing tasks.
- Provides opportunities for students write independently.
- Provides opportunities for students to share their writing with classmates and receive appropriate feedback.

See the support for Standard 8 in Utah's publication of *Elementary Language Arts Core Curriculum Writing Lesson Plans, Rubrics, and Anchor Papers.*

Teacher's Actions			Quality Instruction	Follow-Up Comments / Questions	Date
Observed	Clear Evidence	Not Observed & No Evidence	Quality instruction is explicit and systematic. It contributes to an effective literacy environment and maximizes student engagement and learning.		
			 Teacher provides explicit, systematic instruction in the eight standards of the Utah Elementary Language Arts Core Curriculum. Teacher delivery includes: Explicit and direct language. Modeling with explicit and appropriate examples. Multiple and varied opportunities for student practice. Tasks and materials scaffolded to meet student needs. Immediate corrective and directive feedback. Checking for student understanding before moving ahead with instruction. 		
			 2. Teacher provides <u>adequate instructional time</u>. Blocks of uninterrupted instructional time for literacy are maintained and appropriately utilized. An adequate block of time is: Three hours (K-3)/two-three hours (4-6). Managed and paced appropriately (e.g., smooth transitions). Routine and procedural (e.g., starts and ends on time, students on task, learning objectives clearly stated). Guarded from interruptions (e.g., assemblies, announcements, field trips). 		
			 3. Teacher provides <u>supplemental and/or intervention</u> services for students who fail to achieve proficiency. Supplemental instruction and intervention is: In addition to classroom literacy block. Supportive of the Utah Elementary Language Arts Core Curriculum. Research-based. In alignment with classroom instruction. Provided by a highly qualified teacher or specialist. 		

	Teache Actio		Quality Instruction	Follow-Up Comments / Questions	Date
Observed	Clear Evidence	Not Observed & No Evidence	Quality instruction is explicit and systematic. It contributes to an effective literacy environment and maximizes student engagement and learning.		
			 4. Teacher provides <u>flexible grouping</u> to: Meet the needs of individual learners. Deliver additional instruction to students as needed. Teacher uses assessment data to manage student groups and areas of additional instruction. 		
			 5. Teacher provides additional student support by using support services in a timely and reasonable manner, including services from: Paraprofessionals. Reading specialists. Special education services. Speech / language teachers. 		
			 6. Teacher creates a <u>literacy environment</u> that is conducive to student engagement and learning. Students are actively engaged in purposeful learning. Teacher is positive and engaging. A wide variety of interesting reading materials, both fiction and nonfiction, are available to students. Student work is celebrated and displayed. Classroom arrangement is conducive to small group work, individual and partner reading, and whole class instruction. All students have appropriate supplies and materials for learning. Students' home cultures are recognized and included in instruction. 		
			 7. Teacher utilizes appropriate materials to support student learning. Materials: Align with the Core Curriculum. Are interactive and engaging. Support research-based instruction. Do not include excess amounts or use of workbooks and materials for student copying. 		
			8. Teacher participates in school-wide professional development activities and utilizes school reading specialists/literacy coaches to foster personal learning and provide quality instruction for students.		

Teacher's Actions			eacher's Actions Assessment		
Observed	Clear Evidence	Not Observed & No Evidence	Assessments are administered to screen, diagnose, and monitor all students. Assessment data contributes to planning and guides decisions about differentiated instruction.		
			Teacher uses <u>assessment data to inform, plan, and differentiate</u> instruction to improve student progress.		·
			 Teacher uses appropriate <u>formal</u> screening, diagnostic, progress monitoring, and outcome measures to guide instruction and professional development activities. Formal assessment measures are used to: Periodically screen all students. Diagnose and monitor students scoring below the level of proficiency. 		
			Informal assessment measures (e.g., student artifacts) are gathered and used to inform instruction on a regular basis.		
			4. Teacher participates in grade-level and school-wide meetings to analyze assessment data and identify appropriate instructional needs and modifications.		

Principal's Actions			Final Reflection Questions to ASK YOURSELF, as the Principal:	Follow-Up Comments / Questions	Date
Can be observed by others	Clear Evidence	Cannot Be Observed & No Clear Evidence			
			1. I listen to students read daily, or at least weekly.		-
			2. I visit classrooms for the full literacy period at least weekly.		
			3. I know the range of reading levels in my school. I know my struggling readers by name.		-
			4. My school is furnished with reading materials to meet the instructional needs and interests of all students.		-
			5. I maintain a high rate of positive reinforcement with staff and students. I <i>showcase</i> teachers when they model exemplary reading practices.		
			6. I provide leadership to maintain seamless instruction between classroom teachers and specialists for students who are receiving interventions. My students are receiving appropriate supplemental instruction (i.e., Tier II or Tier III instruction).		
			7. I involve parents in home activities, school volunteer programs, or other experiences that promote reading as positive and rewarding.		-
			8. The school's atmosphere is positive and inviting.		
			9. I model behavior that demonstrates I value and support reading instruction for all students.		
			10. I personally model behavior that demonstrates I value reading in my own life.		